

Abstract:

changing relationships

Rosa Cera
Università di Foggia

The goal is to present the study of the theoretical research on the emerging relational modes of teenagers in the family and at school, as a result of the creation of new family forms and poor communication skills of teachers.

The constructivist epistemological approach based on General System Theory (Bertalanffy, 1971) together with the ecological approach (Bronfenbrenner, 1986) and the theory of interpersonal relationships (Burgess, 1926) have inspired the study on the relationships in the family, considered a place of primary socialization, where they experiment with new ways of communicating during the period of transition from childhood to adolescence (Pourtois and Desmet, 2007; Marteleto and Andrade, 2014), and on the school, place of secondary socialization (Bosacki, Rose-Krasnor and Kopl, 2014). In a society based on consumption and which life is liquid (Bauman, 2000), liquefied are also relation model, and the same nuclear family structures that have become to be reconstituted, single-parent and homoparental. The intergenerational relationships are rare and the older generation are no longer an educational model for inspiration. The fathers are not able to act as a bridge between generations, preferring to “evaporate” (Lacan, 2006), disappear or overland with the maternal role (Aarseth, 2009) or even devote themselves to practical nursing branch, while claiming their own gender difference (Pickhardt, 2007). The ambiguity of the role of education paternal exacerbating problems of insecurity and instability in the adolescent, which needs instead of a father to guide him in the conquest of their own autonomy and affirmation of the “true self” (Winnicott, 1987). Teenagers do not need condescending fathers, but fathers who through interpersonal conflicts transmit values and sense of planning for their children who are experiencing a moment full of contradictions and contrasts. Grandparents are the only ones that still provide the intergenerational relations, transmitting traditions and values to their grandchildren, who will remodel themselves (Hebblethwaite and Norris, 2011). According to the theory of social capital (Kilpatrick, Field and Falk, 2003), teachers should improve their communication skills, basing them on the “pedagogical sensitivity” (Van Manen, 1995), full of ethical values and responsive to moods and the needs of students in order to improve their cognitive performance (Lemley, Schumacher and Vesey, 2014).

The method of presentation of the lecture will be interactive, based on the illustration, through slides, concept maps that illustrate how the relational processes of adolescents with parents and teachers have changed over time and how they should be.